



Tweeddale Primary School

Accessibility Plan

Tweeddale Primary School is part of the Greenshaw Learning Trust.
The Greenshaw Learning Trust is a charitable company limited by guarantee registered in England and Wales, company number 7633694, registered at Greenshaw Learning Trust, ORU Sutton, Throwley Way, Sutton, SM1 4AF.

Tweeddale Primary School Accessibility Plan

January 2026

This Accessibility Plan applies to Tweeddale Primary School and all governors and staff must abide by the plan, which has been adopted in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust.

It is the responsibility of the Governing Body and Headteacher of the school to ensure that their school and its staff adhere to this plan. In implementing this plan, school staff must take account of any advice given to them by the GLT CEO and/or Board of Trustees.

This plan is subject to the GLT Equalities Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Equalities Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the GLT CEO should be consulted.

Approval and review:

This plan is the responsibility of: Headteacher

This plan was approved by the Governing Body on: 21 January 2026

This plan is due for review by: January 2027

Tweeddale Primary School is part of the Greenshaw Learning Trust. The Greenshaw Learning Trust is a charitable company limited by guarantee, registered in England & Wales, company number 7633634, registered at Greenshaw Learning Trust, Grennell Road, Sutton, SM1 3DY.

Tweeddale Primary School Accessibility Plan

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, schools have had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to publish an Accessibility Plan showing how they plan to improve access progressively over time

A person is defined as having a disability by The Equality Act 2010 if they have:
“ a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities”.

This plan sets out the proposals of the Governing Body of Tweeddale Primary School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. increasing the extent to which disabled pupils can participate in the school curriculum;
2. improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Tweeddale Primary School's Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually. A new Accessibility Plan will be written every three years although it shall be recognised that some actions will be ongoing and will be transferred to the new plan.

We are working within a national framework for educational inclusion provided by:

- Equality Act 2010
- The SEN Revised Code of Practice 2015
- The Disability Discrimination Act 1995 (amended for schools in 2001)

Tweeddale Primary School

Tweeddale Primary School is a two-form entry Primary School in the London Borough of Sutton with approximately 400 pupils from aged 3 (Nursery) to 11 (Year 6). There are facilities for the disabled, including access ramps and a disabled toilet. The building has two storeys and no lift access at present. Evacuachairs are positioned at the top of each stairwell for emergencies.

Tweeddale Primary School's vision for disabled pupils:

Tweeddale Primary School is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action and challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We aim to as far as possible to remove those barriers and ensure that all pupils can take part in the day to day life our the school and benefit from the learning experiences we provide

Tweeddale Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

PLANS TO INCREASE ACCESS TO EDUCATION FOR DISABLED PUPILS BY AREA:

1. INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM (this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits)

Plan	Impact	Resp	Y1 review	Y2 review	Final review
To ensure wheelchair access to all rooms on the lower floor is kept clear of obstructions. Where necessary, pupils needing access modifications are taught in ground floor classrooms.	Pupils with accessibility challenges are able to access their classroom easily.	Headteacher	One Year Group (Year 5) has remained on the ground floor to allow access for a child with a disability.		
The hearing loop installed in the school hall and several classrooms on the ground and first floor of the main building is working effectively.	Pupils with hearing impairment have full access to learning.	Premises Manager	The Hearing Loop system is fully functional		
Children with a disability and those with special access provisions as part of an EHCP are monitored regularly as part of the SEND monitoring cycle.	Improved attainment and progress for SEND students	SENCO	SEND monitoring cycle, including Annual Reviews, is in place and involves support from external agencies such as physiotherapists to ensure provision meets the needs of every child. In 2024-25 above expected progress for SEND pupils was 42% in Reading, 29% in Writing and 36% in Maths.		

2. IMPROVING THE ENVIRONMENT OF THE SCHOOL TO INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN TAKE ADVANTAGE OF EDUCATION AND ASSOCIATED SERVICES

Plan (examples)	Impact	Resp	Y1 review	Y2 review	Final review
Ensure every subject has access to specialist equipment and furniture where necessary	No student has impaired access to learning as a result of a lack of equipment.	Deputy Head (Teaching & Learning)	Resources have been purchased to ensure the whole school as the equipment it needs to teach the curriculum. Investment in EYFS		

			resources has been particularly strong.		
Ensure that paving slabs, kerbs, pathways etc. are maintained so they are level and smooth to avoid hazards	No student is impacted by a lack of accessibility to the building and environment	Premises Manager	External contractors have levelled the paving slabs outside Year 1 and 2. Holes in the playground concrete have been filled in and a new seating area constructed at the pupil entrance.		

3. IMPROVING THE DELIVERY TO DISABLED PUPILS OF INFORMATION, WHICH IS PROVIDED IN WRITING FOR PUPILS WHO ARE NOT DISABLED

Plan	Impact	Resp	Y1 review	Y2 review	Final review
Make available school brochures, school newsletters and other information for parents and pupils in alternative formats, if required	Parents and pupils feel fully involved in the life of the school and can access important information	Headteacher	In some cases, hard copies of forms or letters have been provided to parents on request. Extra hard copy sign-up sheets for parents' evening were made available to support those struggling with the electronic version.		
Ensure that DDA compliant signage is rolled out across the school	Signs are clear and understandable for the visually impaired.	Premises Manager	Clear and visible signage was provided as part of the school refurbishment programme in Summer 2025.		